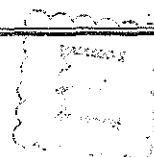


P07-A

OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision
		* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>		4. Applicant Identifier: <input type="text"/>
5a. Federal Entity Identifier: <input type="text"/>		* 5b. Federal Award Identifier: <input type="text"/>
State Use Only:		
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Prescott College, Inc."/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="869294012"/>		* c. Organizational DUNS: <input type="text" value="083716639"/>
d. Address:		
* Street1: <input type="text" value="220 Grove Avenue"/>		
Street2: <input type="text"/>		
* City: <input type="text" value="Prescott"/>		
County: <input type="text"/>		
* State: <input type="text" value="Arizona"/>		
Province: <input type="text"/>		
* Country: <input type="text" value="USA: UNITED STATES"/>		
* Zip / Postal Code: <input type="text" value="86301/2912"/>		
e. Organizational Unit:		
Department Name: <input type="text" value="Advancement"/>		Division Name: <input type="text" value="Grants Office"/>
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Dr."/>		* First Name: <input type="text" value="Melanie"/>
Middle Name: <input type="text"/>		
* Last Name: <input type="text" value="Welzel"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Project Director"/>		
Organizational Affiliation: <input type="text" value="Prescott College"/>		
* Telephone Number: <input type="text" value="970-846-3670"/>		Fax Number: <input type="text" value="928-776-5228"/>
* Email: <input type="text" value="mwetzel@prescott.edu"/>		

GMC, 11-5-7



Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

501(c)(3)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

Environmental Protection Agency

11. Catalog of Federal Domestic Assistance Number:

66.951

CFDA Title:

*** 12. Funding Opportunity Number:**

EPA-EE-11-03

*** Title:**

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Arizona Counties: Yavapai, Yuma, LaPaz, Mohave, Coconino, Navajo

*** 15. Descriptive Title of Applicant's Project:**

EPA EE Subaward Program for "Protecting Arizona's Waters"

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant AZ001

* b. Program/Project AZ001

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date: 1/30/2013

* b. End Date: 1/30/2015

18. Estimated Funding (\$):

* a. Federal \$149,644.12

* b. Applicant \$19,535.13

* c. State

* d. Local

* e. Other \$35,614.88

* f. Program Income

* g. TOTAL \$204,794.11

19,535
35,614.88
55,150

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.) Applicant Federal Debt Delinquency Explanation

☐ Yes

☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr.

* First Name: Kristin

Middle Name: R.

* Last Name: Woolever

Suffix:

* Title: President, Prescott College

* Telephone Number: 928-350-4100

Fax Number: 928-776-5126

* Email: kwoolever@prescott.edu

* Signature of Authorized Representative:

Kristin R. Woolever

* Date Signed:

5-29-12

Application for Federal Assistance SF-424

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

N/A

BUDGET INFORMATION - Non-Construction Programs

SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.		\$	\$	\$	\$	\$
2.						
3.						
4.						
5. Totals		\$	\$	\$	\$	\$

SECTION B - BUDGET CATEGORIES					
6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1) Fed	(2)	(3)	(4)	
a. Personnel	24,265.67 /	22,592.92 /			46,858.58
b. Fringe Benefits	5,707.04 /	5,221.95 /			10,928.99
c. Travel	3,390.00	0			3,390.00
d. Equipment	0	0			0
e. Supplies	2,952.00	1,250.00			4,202.00
f. Contractual	0	0			0
g. Construction	0	0			0
h. Other	91,684.50	9,435.20			101,119.70
i. Total Direct Charges (sum of 6a-6h)	127,999.21 /	38,500.06 /			166,499.27
j. Indirect Charges	21,644.91	16,649.93			38,294.83
k. TOTALS (sum of 6i and 6j)	\$149,644.12 /	\$55,149.99 /	\$	\$	\$204,794.11
7. Program Income	\$0	\$0	\$	\$	\$0

FD
 $166,499 \times 13\% = 21,645$

MARKET
 $166,499 \times 10\% = 16,650$

21,645
 16,650

DETAILED BUDGET

Line Item	Time	Rate	EPA Funds	Matching	Total Cost
Personnel					
R. Ellis, Academic Designer	2.0 months	\$43,837/yr	0	7,306.17	7,306.17
C. Oberst, Project Evaluator	2.0 months	\$41,694/yr	3,474.50	3,474.50	6,949.00
M. Wetzel, Project Director	3.0 months	\$57,747/yr	9,624.50	4,812.25	14,436.75
Media Specialist	1.0 month	\$4,166.67/month	4,166.67		4,166.67
Graduate Student Assistant (2)	2 semesters	\$3,500/semester	7,000.00	7,000.00	14,000.00
Fringe (includes health insurance & FICA for professionals; FICA for student assistants)		29% of prof., 10% of stud. salaries	5,707.04	5,221.95	10,928.99
Travel: Visits to Sub-Award Sites by project leaders					
Per diem	20 days	\$40/day	800.00		800.00
Lodging	16 nights	\$100/day	1,600.00		1,600.00
Mileage	1200 miles	\$0.55/mile	990.00		990.00
Supplies					
Conference materials			1,500.00	500.00	2,000.00
Media production supplies				750.00	750.00
Digital Video camera system			1,300.00		1,300.00
Office supplies & mailing			152.00		152.00
Other					
Sub-awards			\$91,684.50		\$91,684.50
Meeting facilities				1,485.20	1,485.20
Meeting lunches				1950.00	1950.00
Application Reviewers (external) staff time (\$300/day x 7 presenters x 1 day)				2,100.00	2,100.00
Technical Workshop Presenters (external) staff time (\$300/day x 13 presenters)				3,900.00	3,900.00
Indirect Costs		23% of Total Direct Costs (EPA and Match)	21,644.91 (13% of total direct costs)	\$16,649.93 (10% of total direct costs)	38,294.83
TOTAL			149,644.12	55,149.99	204,794.11

**"EPA-EE Sub-award Program for "Protecting Arizona's Waters"
WORK PLAN**

Program Summary

Organization and Network Affiliations: Prescott College is a private, four-year liberal arts college providing undergraduate, Masters and PhD degrees. Disciplinary areas at the undergraduate and/or Master's level include Environmental Studies, Education, Sustainability Education, Humanities, Social Justice, Creative Arts, Experiential Education, Multicultural Studies and Psychology. The PhD degree program focus is on Sustainability Education. The Prescott College programs also offer degree opportunities at all academic levels for limited-residency programs, so that students can live in their home communities to contribute to local priorities for community development. Many of our students have created their own non-profit and public initiatives that are helping to protect the environmental, economic and societal resources for the rural, tribal and urban populations where they live. This program will be managed and implemented by Prescott College faculty in the Environmental Studies and Education degree programs and staff in the Office of Advancement. Project partners include organizations known for their expertise and environmental education leadership: Salt River Project (SRP), Arizona Game and Fish (AZG&F), Project WET(PW), Highlands Center for Natural History (HCNH), and Prescott Creeks. Additional expected collaboration will be developed with the several Education Service Agencies (ESAs) in the central and northern Arizona region, and the state-wide Arizona Association for Environmental Education (AAEE).

Educational and Environmental Priorities: This program will directly advance the EPA strategic goals of *Capacity Building* as an educational priority and *Protecting America's Waters* as an environmental priority. However, sub-award projects will widen the scope of EPA strategic goals addressed.

Plan Summary: Nineteen sub-awards will be awarded to targeted secondary schools, environmental clubs at secondary schools, and environmental education outreach programs offered by non-profit environmental organizations. The sub-award projects focus will be directed as *"Environmental Education for Protecting Arizona's Waters"*. A technical development workshop for Capacity Building will be held to assist the targeted groups in preparing their proposal applications, project designs, budget management plans, scope of activities, public communication outcomes, assessment methods and long-term project sustainability strategies. Each sub-award project will be required to document its project implementation and outcomes using digital video documentary and audio recording of its participants in action during project activities. An Outcomes Conference, scheduled toward the end of the grant period is designed to provide assistance to polish these presentations and create a seamless perspective of the entire group of projects as Citizen Action to Protect Arizona's Waters.

Program Description

WHAT: What this Program will Accomplish:

This project contributes to meeting the EPA priority for **Capacity Building** with support of instructional development for secondary schools, school-based environmental clubs, and non-profit environmental organizations with youth activities, to implement education projects in both inquiry-focused and standards-based learning to **Protect America's Waters** with emphasis on water resource issues in Central and Northern Arizona. This project will meet the EPA priority for **Capacity Building** through the accomplishment of the following two goals: 1) to implement a process that provides financial support to sub-award recipients who meet EPA eligibility criteria and can conduct environmental education activities that satisfy the definition of EE and 2) to provide sub-awardees with knowledge and skills necessary to make informed environmental decisions and to take responsible actions toward the environment. With these goals the project will reach diverse populations within the region by providing academic leadership, scientific framework, financial support and project management guidance for educational projects that inspire students toward careers in the environmental sciences, and assist the academic leaders of these sub-awards to communicate the outcomes of their instructional projects to improve public understanding of community priorities for water resource management. Once the sub-grantees have implemented their projects successfully they can continue to offer their skills in developing citizen skills across the state.

The EPA *Educational Priority of Capacity Building* is critical because at present, environmental education in Arizona is done on an ad hoc basis with little or no coordination or communication. This was not the case prior to 1994 (when the Office of Environmental Education was eliminated in the Arizona Department of Education). Prior to 1994, Arizona was a national leader in EE with State Board of Education approving "Environmental Education Guidelines" and the "Comprehensive Plan for Environmental Education". Additionally, the then state-level organization Arizona Association for Learning in and about the Environment was a robust and active organization, and the Arizona Department of Game and Fish was a recognized leader in conservation and environmental education. This proposal is strategically focused on building a grassroots alliance through shared work with key organizations in the state. A goal of training educators and youth in facilitating action projects addresses a long-standing weakness of EE in addressing the need to move learners from awareness and knowledge enhancement towards action and stewardship (Hungerford (2001)).

Prescott College faculty support the mission of the Arizona Association for Environmental Education, and Prescott College is well positioned to serve as catalyst to help reinvigorate and facilitate a more focused and collaborative approach to EE in Arizona through this grant proposal. As a private, four-year, liberal arts college with an environmentally oriented mission, Prescott College is more immune to the politically motivated attacks that publicly funded institutions face.

An outcome of the selected sub-awards is expected to create **Community Projects** for stewardship on initiatives such as water recycling options, precipitation harvesting, and public education regarding the water-energy linkages. Human Health education will also be supported through focus on water analysis of the combined issues of water quality and quantity. EE Teaching Skills through technical training and exchange of teaching methodologies developed by the funded groups, and Career Development by inspiring pre-college students to pursue environmental science and environmental management careers.

The EPA *Environmental Priority for Protecting America's Waters* is essential for sustainable development of communities and economies within the nation. This program will directly address protection of Arizona water resources by engaging young adults in environmental problem solving on water quality, surface water protection, ecosystem function of wetlands and riparian habitat, aquifer recharge, water recycling, domestic water harvest and re-use, the economic impact of water shortages.

This program will support the EPA Strategic Goal 4 (Ensuring the Safety of Chemicals and Preventing Pollution) particularly in the theme of **Objective 4.2 (Promote Pollution Prevention)**, through a focus on protecting water quality through knowledge of water monitoring methods and purposes, risks of fecal contamination associated with agricultural, domestic drinking water, re-used gray-water and storm-water management practices; the risks of sub-surface flow of contaminants through groundwater movement; water quality threats from increased drilling depths for wells; potential for escape of drilling fluids used in hydrofracturing for natural gas development; and disruption of aquifers. These aspects of the program will also contribute to the EPA strategic environmental priority for **Cleaning Up Our Communities**.

WHY: Rationale for the Program Focus, Target Audience and Approach:

Arizona faces a future of water shortage if citizens are not educated on how to value and manage the water resources needed for ecosystem protection, public consumption, agricultural production and industrial processes in our State. Population growth, increased agricultural use, and drought are driving Arizona's leaders to develop water conservation strategies. All sub-awardees must focus on engaging and teaching learners citizen action skills that promote stewardship of Arizona waters. This program will support the long established environmental education (EE) goal of Environmental Stewardship (UNESCO, 1978). A large body of EE research (Volk and Hungerford, 1990) indicates that Environmental Stewardship is much more likely to be an outcome of both formal and non-formal (informal) EE programs if issue investigation skills and participation skills are taught. This is in alignment with the Environmental Education Continuum. People take effective action if and only if they have sufficient skills and relevant experience in taking action. This approach to EE is broadly referred to as Environmental Problem Solving (EPS).

Research in the field of EPS indicates that the best time in a person's life to begin this work is in adolescence and early adulthood because the learners are developmentally ready to understand the complexity of environmental issues (Sobel, 1994; Wilke, 1995) and are strongly influenced by their peer social group. Additionally, EPS programming develops learner dispositions that are strongly correlated to two important predictors of environmentally responsible behavior: locus of control and public affirmation of intention to act (Hungerford, 1990; Marcinkowski, 2001).

HOW: Program Goals and Objectives will be Reached:

The "EPA-EE Sub-award Program for "Protecting Arizona's Waters" project has the following two goals and objectives:

Goal 1: To implement a process that provides financial support to sub-award recipients who 1) meet EPA eligibility criteria and 2) can conduct environmental education activities that satisfy the definition of EE. The objectives for Goal 1 are 1a) nineteen recipients will meet one of the following criteria: local state agency, college or university, school, state education or environmental agency, or nonprofit organization located in the United States; 1b) each recipient will address at least one educational priority; 1c) each recipient will address at least one strategic environmental priority; 1d) the development of an application and submission process (that includes format requirements, budget guidelines, review process, important dates and timeline information); and 1e) each recipient will develop a project with a process that satisfies the following definition of EE: Environmental Education increases public awareness and knowledge about environmental issues and provides the skills necessary to make informed environmental decisions to take responsible actions.

Goal 2: To provide sub-awardees with knowledge and skills necessary to make informed environmental decisions and to take responsible actions toward the environment. The objectives for goal 2 are for PC and partners to provide initial applicants with 2a) the instructional tools to develop and implement EE activities that meet EPA criteria; 2b) resources to develop and implement EE activities that meet EPA criteria; 2c) skills to develop and implement EE activities and 2d) PC and partners will provide selected sub-award participants with the on-going professional support to develop and implement EE activities that meet EPA criteria.

The sub-award opportunity announcement (AO) will be distributed during March and April, 2013 to teachers of environmental sciences and teachers which lead environmentally-focused student clubs in Arizona middle schools and high schools, environmental science instructors at regional community colleges, and organizations which provide non-formal educational opportunities for the youth and adults. The Arizona Association for Environmental Education and Regional Education Service Agencies will be invited to assist with the identification of the target population within their constituencies and assist with recruitment (Obj. 1a). The AO will clearly identify the EPA educational and environmental priorities, expense limitations and guidelines for the grant, a timeline and checklist for the application procedure. Applications will be evaluated using a point system for assigning a score based the expected educational outcomes, feasibility and readiness of the proposing organization (Obj 1d).

A panel of experts from the environmental education field (representing college, school district, non-profit organizations, and other stakeholders) will provide the sub-award proposal review and ranking. Each award grantee will be required to sign an agreement acknowledging their fiscal and reporting responsibilities for the project, which will include detailed cost accounting

each quarter of the budget period. The grant projects will be expected to operate during the period August 1, 2013 to March, 2014, with short time extensions possible if a need for this is demonstrated (Obj 1d).

In order to ensure that each project is on track toward these accomplishments, interim (quarterly) project reports will be collected and individual conversations will be completed. Site visits during the project performance will be used as needed to assist the projects in meeting the program goals (Obj 2d).

Two professional development events will be provided to the program applicants and sub-award recipients. The first is a technical workshop to be held at the Arizona Game and Fish facility - Horseshoe Ranch May 2013, where the grant applicants will be introduced to the Environmental Education Continuum, EPS models, and experience an EPS model (application of critical thinking, problem solving, decision making, and environmental action and how these relate to stewardship) in order to develop or hone skills needed for EPS (Obj 2c). The differentiation between environmental advocacy and environmental education and the basis of EE in objective and scientifically sound information will be emphasized to the extreme. PC faculty and partners will facilitate participant identification of topics related to "Protecting Arizona's Waters" (Obj 1c). Partners will provide research-based environmental information and offer suggestions for environmental action opportunities that participants can build into their proposals (e.g. Highlands Center for Natural History can provide field trip leadership to explore the topic of regional watersheds; Prescott Creeks can provide field trip opportunities for riparian area cleanup activities and share an watershed model exhibit, the Salt River Project and Project WET have excellent curricula that guide environmental action such as water audits, Prescott College can provide water quality monitoring assistance, and the AZ Game and Fish Department has excellent curriculum and an "invasive species" project that participants can join.) (Obj 2a, b). During the workshop participants will design sub-award proposals for projects that engage their participants in environmental problem solving related to Protecting Arizona's Waters. In addition they will satisfy the EPA definition of EE (Obj 1b, c, e). Participants will be invited to form partnerships with both project partners and other participants to share their methods, activities and outcomes in order to more fully address the interconnected aspects of water conservation and resource protection. Leaders from Project WET, Arizona Game and Fish Department, The Highlands Center for Natural History, Prescott Creeks, and the Salt River Project will be entrained for the planning and delivery of the technical workshop.

The second professional development event is an Outcomes Conference to be convened at Prescott College during the fall of 2014, during which the grantees will share their individual project goals, methods, outcomes and how they'd do it differently the next time. A unique aspect of this conference will be a Media Session, during which each project's communication media products (such as radio news stories, video documentary, written information, etc) that they have created for public community distribution will be "aired". Wide invitation to state and regional media services (radio, television, newspaper) will be made in advance, so that there is excellent broadcast distribution of the program success.

Who: Whom this Program will Serve:

As described in previous sections, we have identified secondary school age learners as our priority target group. This group has been chosen because this is an age particularly receptive to stewardship. We will encourage projects that encourage stewardship at this developmentally appropriate age as these youth are building their critical thinking skills, decision-making confidence and conservation values. However, other groups will receive consideration as well. The Announcement of Opportunity will be distributed to a large number of environmental educators using email, direct mail, and distribution lists provided by Education Service Agencies within our region. Secondary schools and non-formal community action groups that include significant tribal, Hispanic and low-income populations will be recruited using our College faculty connections to teachers and community educators who participate in our grant projects and teacher preparation degree programs.

The lead academic designer for this program, Bob Ellis, has served on the Arizona Association for Environmental Education Board of Directors in the past and has recently been invited to serve in that role again. These types of connections will be used to elicit additional collaborative activity as the project progresses. The application process and identification of our target population through connections with County Education Service Agencies and AAEE will facilitate the selection of eligible applicants.

To accomplish project goals, grantees will be required to produce an audio and/or video documentary of their project. Graduate students with media skills will provide technical assistance both at the Outcomes Conference and at sub-award sites. The artifacts from the projects will be disseminated via a program web page, radio network broadcasts, television and among all of

the program grantees. Reporting tasks for the project will include a requirement to demonstrate how the grant activities have advanced the environmental knowledge and practices of both the participants and their community.

Expected numbers of people impacted by this by this project include the 19 sub-award groups with an expected 30-40 educators/leaders directly involved in the awarded projects, approximately 1000 learners entrained to these projects, and thousands of viewers and listeners reached via the video and audio documentaries produced by the 19 projects.

Evaluation Plan

The project goal and objectives form the basis for the evaluation plan (see Table 1 below). This table provides an overview of the relationship between the project's measurable objectives and outcomes, the evaluation questions, the data collection method(s) and/or instrument(s), data collection sequence, timeline, and purposes. This evaluation plan makes use of multiple methods and data sources, both quantitative and qualitative, providing information for both formative (F) and summative (S) purposes, relative to the project's goal and objectives. Every effort will be made to select or create the most valid measurement instruments available. Formative data will be collected during on-going project activities (i.e., preparation of RFP and sub-award materials, recruitment, initial workshop, sub-award implementation, and outcome conference) and will be communicated to the project team to monitor, adjust, and refine project components.

Strengths of the evaluation plan include the utilization of a mixed-methods approach with both formative and summative components to assess the effectiveness of the planned activities. Records of project design, activities, materials, strategies and evaluation protocols and results will be organized and retained to enable refinement and replication.

Table 1: Project Evaluation Plan

GOAL 1: To implement a process that provides financial support to sub-award recipients who 1) meet EPA eligibility criteria and 2) can conduct environmental education activities that satisfy the definition of EE. (F= Formative; S = Summative)

Objective 1a: 19 recipients will meet one of the following criteria: local state agency, college or university, school, state education or environmental agency, or nonprofit organization located in the United States Outcome 1a: Eligible recipients Evaluation Question: What eligibility criteria do participants meet?		
Evidence/Indicator	Data Collection/Analysis	Schedule
▪ Application materials (F)	▪ Participant demographics will be documented	▪ Spring 2013
Objective 1b: Each recipient will address at least one EPA educational priority Outcome 1b: Sub-award projects will focus on capacity building, educational advancement, community projects, human health and the environment, EE teaching skills, or EE career development Evaluation Question: What is the focus of each sub-award project?		
Evidence/Indicator	Data Collection/Analysis	Schedule
▪ Workshop observations (F) ▪ Proposal guidelines/form (F) ▪ Post workshop documentation – proposal (F) ▪ Project implementation (F) ▪ Project products (F&S)	▪ The extent to which options are conveyed during the initial workshop, in sub-award RFP materials will be documented ▪ Intended educational priority will be documented ▪ Educational priority evidenced during implementation will be documented using sub-awardee PR communications or classroom lesson plans ▪ Education priority indicated in closing reports and ending projects will be documented	▪ Spring 2013 ▪ Spring 2013 ▪ Summer 2013 - Spring 2014 ▪ Fall 2014

Objective 1c: Each recipient will address at least one strategic environmental priority Outcome 1c: Each recipient will address the strategic environmental priority of protecting Arizona's Waters Evaluation Question: What are the environmental priorities of the sub-award projects?		
Evidence/Indicator	Data Collection/Analysis	Schedule
<ul style="list-style-type: none"> Workshop observations (F) Proposal guidelines/form (F) Post workshop documentation – proposal (F) Project implementation (F) Project products (F&S) 	<ul style="list-style-type: none"> The extent to which this environmental priority was conveyed... ...during the initial workshop will be documented ...in Sub-award RFP materials will be documented Intended environmental priority of each sub-award project will be documented Environmental priority evidenced during implementation will be documented using sub-awardee PR communications or classroom lesson plans Environmental priority indicated in closing reports and ending projects will be documented 	<ul style="list-style-type: none"> Spring 2013 " " " Summer 2013 - Summer 2014 Summer -Fall 2014
Objective 1d: The development of an application and submission process (that includes format requirements, budget guidelines, review process, important dates and timeline information) Outcome 1d: Application materials Evaluation Question: Do the application materials meet project needs?		
Evidence/Indicator	Data Collection/Analysis	Schedule
<ul style="list-style-type: none"> Applications materials (F) 	<ul style="list-style-type: none"> Examine application materials and keep documents Application process observations Record issues, problems, solutions 	<ul style="list-style-type: none"> Winter - Spring 2013 " "
Objective 1e: Each recipient will develop a project with a process that satisfies the following definition of EE: Environmental Education increases public awareness and knowledge about environmental issues and provides the skills necessary to make informed environmental decisions to take responsible actions. Outcome 1e: Each recipient will incorporate the following dimensions of EE into their project: public awareness and knowledge about environmental issues, skill development for making informed environmental decisions and taking responsible action, materials based on objective and scientifically sound information (preferable emphasizing how to distinguish or identify scientifically sound information), non environmental advocacy role, critical thinking skills, problem solving, decision making, and action based on problem identification and analysis. Evaluation Question: To what extent has each project incorporated the dimensions of EE?		
Evidence/Indicator	Data Collection/Analysis	Schedule
<ul style="list-style-type: none"> Workshop observations, pre-post survey (F) Proposal guidelines/form (F) Post workshop documentation – proposal (F) Project implementation observations/survey (F) Project products (F&S) 	<ul style="list-style-type: none"> The extent to which the full definition of EE and expectations for project application was conveyed... ...during the initial workshop will be documented through observations and pre post participant survey ... in Sub-award RFP materials will be documented The extent to which participants incorporate the full definition of EE within project proposal The extent to which the dimensions of EE are evidenced during implementation will be documented using sub-awardee PR communications or classroom lesson plans 	<ul style="list-style-type: none"> Spring 2013 " " " Summer 2013- Summer 2014

	<ul style="list-style-type: none"> ▪ The extent to which the dimensions of EE are conveyed in closing reports and ending projects will be documented 	<ul style="list-style-type: none"> ▪ Fall 2014
--	---	---

Goal 2: To provide sub-awardees with knowledge and skills necessary to make informed environmental decisions and to take responsible actions toward the environment.

Objective 2a: PC and partners will provide initial applicants with the instructional methods to develop and implement EE activities that meet EPA criteria Outcome 2a: Development and dissemination of instructional methods Evaluation Question: What are the instructional methods provided to the initial applicants for the development and implementation of EE activities that meet EPA criteria?		
Evidence/Indicator	Data Collection/Analysis	Schedule
<ul style="list-style-type: none"> ▪ Workshop documents, observations (F/S) 	<ul style="list-style-type: none"> ▪ Instructional methods available to workshop participants will be documented 	<ul style="list-style-type: none"> ▪ Spring 2013
Objective 2b: PC and partners will provide resources that support the development and implementation of EE activities that meet EPA criteria Outcome 2b: Resource development and dissemination Evaluation Question: What are the resources provided to the participants for the development and implementation of EE activities that meet EPA criteria?		
Evidence/Indicator	Data Collection/Analysis	Schedule
<ul style="list-style-type: none"> ▪ Workshop documents, observations (F/S) 	<ul style="list-style-type: none"> ▪ Resources available to initial workshop participants will be documented 	<ul style="list-style-type: none"> ▪ Spring 2013
Objective 2c: PC and partners will demonstrate and teach skills necessary for the development and implementation of EE activities Outcome 2c: Participants will learn and apply teaching skills applicable to teaching EPS. Evaluation Question: To what extent have the teachers applied teaching skills in EE projects?		
Evidence/Indicator	Data Collection/Analysis	Schedule
<ul style="list-style-type: none"> ▪ Workshop schedule, implementation observations (F/S) 	<ul style="list-style-type: none"> ▪ Workshop observations, planning materials, and schedule will be collected and analyzed for applicable content ▪ Pre/Post survey 	<ul style="list-style-type: none"> ▪ Spring 2013 ▪ Spr 2013, Fall 2014
Objective 2d: PC and partners will provide sub-award participants with the on-going professional support to develop and implement EE activities that meet EPA criteria. Outcome 2d: Participants will receive on-going profession support during the project implementation and end product development. Evaluation Question: To what extent have the participants been supported during the Implementation and conclusion of their projects?		
Evidence/Indicator	Data Collection/Analysis	Schedule
<ul style="list-style-type: none"> ▪ Closing survey (S) 	<ul style="list-style-type: none"> ▪ Survey data will be collected and analyzed 	<ul style="list-style-type: none"> ▪ Fall 2014



Budget Detail Narrative

Personnel

Academic Designer, R. Ellis = \$7,306.17

\$43,837 annually @ 2 months = \$7,306.17 (\$7,306.17 Cost-Share). The Academic Designer will work collaboratively with team and partners to provide the leadership for workshop facilitation and be the lead in facilitation all components specific to environmental education, pedagogical approaches, participant guidance related to project congruence with EPA educational and environmental priorities, and definition of EE.

Project Evaluator, C. Oberst = \$6,949

\$41,694 annually @ 2 months = \$6,949 (\$3,474.50 Cost-Share).

The evaluator will oversee all program evaluation activities including development of appropriate instruments, surveys of participants, and preparing the required evaluation reports. The evaluator will work extensively with project team to develop a relational database to ensure accurate data collection for program monitoring and reporting purposes.

Project Director, M. Wetzel = \$14,436.75

\$57,747 annually @ 3 months = \$14,436.75 (\$4,812.25 Cost-Share). The Project Director will have program oversight and provide support for all partner and participant support and grant management (technical reports, fiscal accounting, liaison between project, college, participants, and EPA)

Media Specialist, TBD

\$4,167.67/month @ 1 month = \$4,166.67

A media specialist with experience in producing digital video documentaries will develop guidelines and editing protocol for the sub-grantees to create individual video record of their project activities and outcomes

Graduate Student Assistants, TBD

Graduate Student Assistants, 2 @ 2 semesters @ \$3500 per semester = \$14,000 (\$7,000 Cost-Share). A graduate student assistant will contribute to maintaining frequent contact with the sub-grant projects to assist in grantee preparation of reports, connections with partner organizations, capture and edit of the audio/video documentation of individual projects, and preparation of project result presentations for the Outcomes Conference.

Fringe Benefits

Fringe (includes health insurance & FICA for professionals at 29% and FICA for student assistants at 10%) for a total of \$10,928.99 (\$5,221.95 Cost-Share)

Travel

Travel funds will provide for visits to the sub-awardee sites for project assessment and technical assistance (includes per diem, mileage and mileage costs) = \$3390.00. See budget table for itemization of costs.

Supplies

Conference materials costs are estimated as \$2,000.00 (\$500.00 Cost-Share); office supplies & mailing costs are projected to be \$152.

Digital Video Camera system and supplies:

A budget amount of \$1,300 is requested to acquire a high-quality digital video camera (\$900) and external hard drive data storage devices (\$400) to collect, produce and archive video documentary stories for the sub-award projects = \$1,300.

Media production supplies are expected to cost \$750 (\$750 Cost-Share)

Other Costs

Meeting facilities: Meeting facilities include cost matching offered by the Arizona Department of Game and Fish to utilize their field education site for the 2-day Technical Workshop at Horseshoe Ranch in central Arizona (\$1000), and cost matching by Prescott College in use of the Crossroads Center for the 1-day Outcomes Conference at the Prescott College campus in Prescott (\$485.20). (\$1,485.20 In-kind Cost-Share).

Meeting food: Meeting/conference lunches and food service costs for these events will provide for 45 expected participants at the Technical Workshop (\$30 per person-2 days) and 30 expected participants at the Outcomes Conference (\$20 per person) = \$1950.00 (Cost-Share)

Subawards: 19 projects @ \$4,825.50 each = \$91,648.50

Application Reviewers & Technical Workshop Presenters

The costs for Application Reviewers and Technical Workshop Presenters are In-Kind Cost-Share support provided by external partners from organizations such as Project WET (University of Arizona Cooperative Extension Service), Arizona Department of Game and Fish, Salt River Project, Highlands Center for Natural History, and Prescott Creeks.

Indirect Costs

The expected government negotiated indirect cost rate for Prescott College is 23%, but our request to EPA is for 13%, with the remainder provided as an In-Kind Cost-Share match by Prescott College.

Appendix A: Timeline

← 2013 →

February 1-15: Confirm grant acceptance; Finalize the Announcement of Opportunity (AO)
February 15-28: Finalize the Review Panel
March 1 – April 30: Determine target audience; Distribute AO with invitation to Technical Workshop
May 1 – May 31: Planning and coordination of workshop materials and presentations
May 15 – June 15: Finalize logistics and conduct 2-day Technical Workshop
June 16-30: Follow-up from program workshop with guidance for sub-award applications
July 1- 30: Application deadline on July 16; Review of applications and selection of successful applicants by July 30
August 1 – 15: Distribute project responsibility documentation; collect signed agreements; distribute awards
August 15 – 30: Provide guidance for sub-award implementation plans and schedules
November 1: Interim reports of activity and budget due from sub-awardees; Formative evaluation meeting
November 1 – 30: Review and response to project reports; Visits to selected project sites
December 1: Interim reports of activity and budget due from sub-awardees; Formative evaluation meeting

← 2014 →

March 1: Interim reports of activity and budget due from each sub-awardee
March 1 – 15: Review and response to project reports; Visits to selected project sites
March 16 – April 1: Planning for Outcomes Conference, Notification to project participants of Conference dates, agenda and expectations for their presentations
April 1 – 15: Provide site for production of public media (audio, video, written documents) to communicate the activities and outcomes of individual projects
June 1: Interim reports of activity, budget and outcomes due from each sub-awardee
June 1-30: Review reports and provide guidance on completion of project goals; visit individual sites as needed
September 1: Interim reports due from each project; Formative Evaluation Session
September 15-30: Finalize and conduct 1-day Outcomes Conference; Follow-up to exchange outcome resources
October 1 – 15: Initiate closeout of sub-award projects
October 31: Final reports due from sub-awardees
November 1 – 30: Complete the comprehensive evaluation of sub-award outcomes
December 1 – 31: Complete the comprehensive evaluation of overall grant

← 2015 →

January 1 – 30: Prepare Final Technical Report to EPA for submission before 90-day deadline

Appendix B: Performance Measures – Logic Model

1. Prime Recipient

Outputs	Outcomes		
	Short-term	Medium-term	Long-term
Obj 1a. 19 sub-award recipients who meet EPA eligibility criteria	20-25 applicants participate in initial workshop	20-25 proposals reviewed	19 sub-award proposals accepted for implementation that meet EPA criteria
Obj 1d. Application materials	Application materials developed	Application materials disseminated	Applications accepted
Obj 2a. Collaborative workshop plan includes appropriate instructional methods	Identification of partners and & stakeholders to mobilize and identify instructional methods	Develop Workshop	Implement Workshop
Obj 2b. Resources (list) that support the development and implementation of EE activities that meet EPA criteria	Collaborative effort to identify resources that will support the development and implementation of EE activities that meet EPA criteria	Collaborative effort to collect the resources that will support the development and implementation of EE activities that meet EPA criteria	Sharing of resources in initial workshop
Obj 2c. Collaborative workshop plan includes instruction for critical thinking and problem solving skill development and project action components	Identification of developmentally and topically relevant sources of data for teaching critical thinking and problem skills and action plans	Plan to facilitate the application of critical thinking skills: synthesize and evaluate data, generalize, invent solutions, and taking action	Initial workshop implementation: introduction to critical thinking and problem solving skills (the process), and action plan suggestions
Obj 2d. Well supported Sub-award projects in terms of professional guidance to develop and implement project plans	Identification of benchmarks for sub-award project development, scheduled progress reports, on-going communication between project leadership and sub-awardees	Implementation of support plan with sub-awardees	Well developed and implemented projects as evidenced by final products

2. Sub-award Awardees

Outputs	Outcomes		
	Short-term	Medium-term	Long-term
Obj 1b. 19 sub-award projects that address at least one EPA educational priority	19 proposals identify at least one EPA educational priority in their project plan	19 projects are implemented that incorporate an EPA educational priority	The EPA educational priority is evident in the final products of each sub-award project
Obj 1c. 19 sub-award projects that address some facet of "Protecting Arizona's Waters"	19 proposals identify a topic directly related to "Protecting Arizona's Waters" in their project plan	19 implemented proposals directly relate to "Protecting Arizona's Waters"	The EPA environmental priority of "Protecting America's Waters" is evident in the final products of each sub-award project
Obj. 1e. 19 projects based on EE have a plan to increase public awareness and knowledge about environmental issues and provide the skills necessary to make informed environmental decisions to take responsible actions.	19 sub-awardees selected in part because of a plan to increase public awareness and knowledge about environmental issues and provide the skills necessary to make informed environmental decisions to take responsible actions.	Implementation of 19 projects based on a plan to increase public awareness and knowledge about environmental issues and provide the skills necessary to make informed environmental decisions to take responsible actions.	Reflection of the EE with steps from activities to action evident in the 19 project final products

Programmatic Capability & Past Performance

Programmatic Capability and Past Performance

Prescott College is a private, four-year liberal arts college with residential undergraduate and limited-residency undergraduate and graduate degree programs. Campus locations are in Prescott, Arizona and Tucson, Arizona. Prescott College faculty and administrators conduct research and educational grant projects with a mission to serve the environmental, education, social justice and cultural needs of society, and these activities extend throughout the U.S. as well as to international audiences (recently including Norway, Mexico, Kenya, Nepal, Costa Rica and other countries). Alumni of Prescott College frequently involve faculty and students in their professional initiatives with respect to environmental studies and education. For example, a recent graduate of the undergraduate program is visiting Prescott College this semester to invite College partnership and student participation in the Student Conservation Association's experiential learning and environmental service projects for Puerto Rico.

During the five-year period of 2005-2009, Prescott College obtained and managed \$1,127,352.85 in funds for grants that were successfully completed for Private foundations, US Department of Agriculture, National Science Foundation, Bureau of Land Management, USDA/Forest Service, National Park Service, the Universities Space Research Association, and the Research Corporation of the University of Hawaii. Many of these programs have supported environmental education. All were professionally managed, complete with meeting report deadlines, and final report requirements (see next page for a list with greater detail). An ongoing project of relevance to the proposed grant is a Math-Science Partnership program funded by the Arizona Department of Education, for professional development in "The Science of Sustainability" for 33 middle school science teachers from Central and Northern Arizona. Another recent (2010 – 2013) program funded by the Helios Foundation is training rural students to teach in rural schools in Arizona. Using funds provided by the Helios grant, the College is training primarily Native American teachers needed for tribal schools in Arizona. We are current with the management and reporting requirements of these grant projects.

While Prescott College has not previously managed an EPA project with disbursement of sub-grants to other organizations, the College has directed many outreach programs that required close collaboration with stakeholders, accountability and assessment in formal and non-formal education, non-profit organizations and community action initiatives.

Staff Expertise/Qualifications/Knowledge

The faculty and staff of Prescott College who will be conducting and managing the proposed EPA grant have many years of experience and education related to environmental education, research and service programs. Faculty member **Robert Ellis** leads the Prescott College residential undergraduate degree program in Environmental Education. His prior experience includes serving as Coordinator for Utah Project WILD and developing environmental science curricula for secondary and college-level learners. **Dr. Claire Oberst** has expertise and experience with evaluation for many different types of organizations but primarily for environmental education. She has conducted evaluation projects at the local, state and national levels. In addition she was an EPA grant reviewer for five years while in Ohio. The emphasis her formal education, B.S. through Ph.D. was Environmental Education. **Dr. Melanie Wetzel** has led dozens of grant projects in both education and basic research related to the climate, environmental measurement technology and mountain meteorology. She also has teaching experience for secondary, undergraduate and graduate-level audiences. Brief resumes for each of these three key leaders of the project are included here.

Prescott College Federally Funded Assistance Agreements Met

Funding Source	Project Topics	Size	Complete and Manage Agreements	Reporting Requirements Met	Acceptable Final Reports
USDA	Agroecology Research	\$89,350.00	YES	YES	YES
National Park Service	Beetle Impact Study	\$13,024.00	YES	YES	YES
National Science Foundation	Research Field Station in Kino Bay	\$167,000.00	YES	YES	YES
University of Arizona/USDA	Research Commercialization of <i>hesperaloe funifera</i>	\$24,583.00	YES	YES	YES
USDA Forest Service	Fire History Study	\$13,680.00	YES	YES	YES

Resume for ROBERT J. ELLIS

Education

MS, Recreation, Park and Tourism Administration, 1990
Western Illinois University, Macomb, Illinois
Area of Emphasis: Environmental Education Administration

BS, Education, 1981
University of North Texas, Denton, Texas
Current Areas of Certification, Texas Secondary Credential: Biology and Earth Science

Recent Work Experience

Coordinator of Education Program
Professor of Education, Professor of Environmental Studies
Prescott College, 1997--Present

- Teach undergraduate and graduate students. Teach *Fundamentals of Environmental Education, Environmental Education: Methods, Environmental Education: Practicum, Foundations of Education, Concepts of Ecology, Wolf Ecology*, Sabbaticals awarded 2003 and 2010.

Coordinator Utah Project WILD

Utah Division of Wildlife Resources, June 1992--1997

- Implemented and evaluated environmental education teacher training program for preservice and inservice teachers throughout Utah. Supervised two assistant coordinators. Trained workshop facilitators. Created educational materials. Developed and conducted educator's workshops.

Coordinator

Needs Assessment and Conceptual Plan for Interpretation and Education for the Greater Great Salt Lake Wetland Ecosystem, August-December 1995

Science Teacher

Lake Travis Middle School, August 1984--June 1989

- Developed and taught courses in zoology, oceanography, meteorology, astronomy and geology.

Charlotte Amalie High School 1982-83

- Taught biological and physical sciences on St. Thomas, U.S. Virgin Islands.

Bowie Junior High School, 1981-1982

- Taught sixth grade science and physical education. Coached football, basketball, and track.

Honors and Awards

Sabbatical, Prescott College, 2003, 2011

- UNESCO Bangkok, Utah Museum of Natural History and Utah BLM

Professional Memberships

Arizona Association for Environmental Education

North American Association of Environmental Education

Resume for M. CLAIRE OBERST

EDUCATION

Ph.D., 1997, The Ohio State University, Columbus, OH
Interdisciplinary Studies, School of Natural Resources (Environmental Education/Science Education)
Dissertation Title: "A Quantitative and Qualitative Inquiry of the Impact of a Residential Environmental Education Program on Student Learning"

M. A. C. T., 1986, Murray State University, Murray, Kentucky
Major Studies: Higher Education, Curriculum and Instruction, Environmental Education

B.S. 1982, Eastern Kentucky University, Richmond, Kentucky
Major Studies: Parks and Recreation Administration/Environmental Education

RECENT PROFESSIONAL EXPERIENCE

Director, Grants and Foundation Relations, Prescott College; August 2011 - Present

Grant Writer, Yavapai County Education Service Agency, Prescott Valley, AZ; June 2009 – August 2011

Director, Muehlstein Academy in Mathematics and Science, College of Education, University of Akron, OH; November 2001 – December 2006

Coordinator, Technology and Invention in Elementary School (TIES), Department of Curriculum and Instruction, University of Akron, OH; June 1998- December 1999

Evaluator:

Akron-Canton Regional Food Bank @ Crown Point Ecology Center, Bath, Ohio; 1998
Ohio EE 2000, A Strategic Plan for Environmental Education in Ohio, Environmental Education Council of Ohio;
May 1998, Nov 1998 - Nov 1999
Cuyahoga Valley Residential Environmental Education Program 4-6, Cuyahoga Valley National Park, Peninsula, OH;
June 1995 – March 1997

Research Associate, Program Evaluation: Ohio Adult Education For The Homeless, Ohio Department of Education, The Ohio State University, Columbus, OH; Jan 1994 – Feb 1995

Education Resources Manager, Educational Resources Information Center (ERIC), Clearinghouse for Science, Mathematics, and Environmental Education, The Ohio State University, Columbus, OH; January 1992- June 1993

PAPERS/PUBLICATIONS (Selected)

Transformation in Educational Experiences: Paper presented at the Eastern Educational Research Association Conference, Hilton Head, South Carolina (2006)

Identifying Transformative Educational Experiences: Paper presented at the Eastern Educational Research Association Conference, Sarasota, Florida (2005)

Testing Validity of Instruments for Diverse Populations of High School Students: Paper presented at the Eastern Educational Research Association Conference, Sarasota, Florida (2005)

Resume for MELANIE A. WETZEL

Education

Ph.D.	1990	Colorado State University	Atmospheric Sciences
M.S.	1980	University of Washington	Atmospheric Sciences
B.A.	1978	University of Illinois at Urbana-Champaign	Physical Geography

Recent Professional Experience

2010 - Present	Associate Faculty Member, Prescott College, Prescott, AZ
2007 - Present	Research and Educational Consultant (national and international projects)
2007 - Present	Emeriti Faculty member, Desert Research Institute, Nevada System of Higher Education, Reno, NV
2003 - 2006	Director, Atmospheric Sciences Graduate Program, Univ. Nevada, Reno
1990 - 2007	Member of Atmospheric Sciences Graduate Program Faculty, Department of Physics, University of Nevada, Reno
1996 - 2007	Associate Research Professor, Division of Atmospheric Sciences, Desert Research Institute
1991 - 1996	Assistant Research Professor, Atmospheric Sciences Center, Desert Research Institute

Recent Teaching Experience

At Prescott College (Environmental Studies):

Undergraduate Level Teaching --

ENV44712: Earth System Science and Policy

MTH26050: Applied Algebra

Graduate Level Teaching --

MA59000: Climate Change Education

MAPD57000: Science Learning & Literacy

At University of Nevada, Reno (UNR/DRI Atmospheric Sciences degree program):

Undergraduate Level Teaching --

ATMS 117: Meteorology

Undergraduate/Masters Level Teaching --

ATMS/PHYS 411/611: Atmospheric Physics

Doctoral Level Teaching --

ATMS 749: Radiation Transfer

ATMS 790: Seminar in Professional Development

ATMS 792: Mountain Meteorology / Field Measurement Training

PHYS/ATMS 771: Remote Sensing for Climate Studies

Selected Grants

1998-2000 NSF NSTEP "Atmospheric Research for Teacher-Student Teams", \$22,325
1999-2000 NSF Geoscience Education "UV Impacts Network", \$79,924
1999-2001 Yampa Valley Legacy Education Initiative, "Mountain Climate Education", \$22,150
2000-2002 NSF "Instrumentation to Support Aerosol and Ozone Studies at Storm Peak Laboratory", \$334,796
2002-2003 Women's Foundation of Colorado "Project AERIE Atmospheric Science Camps", \$8,030
2011-2012 Arizona Department of Education, "The Science of Sustainability", \$82,856

Selected Publications

Wetzel, M.A., and J.R. Slusser, 2005: UV spectral irradiance, actinic flux and photolysis rates using multispectral satellite data and radiative transfer models. *Optical Engineering*, 44(4), doi: 10.1117 / 1.1889467.
Wetzel, M., M. Meyers, R. Borys, R. McAnelly, W. Cotton, A. Rossi, P. Frisbie, D. Nadler, D. Lowenthal, S. Cohn, and W. Brown, 2004: Mesoscale snowfall prediction and verification in mountainous terrain. *Weather and Forecasting*, 19, 806-828.
Wetzel, M.A., and G.T. Bates, 1995: Comparison of simulated cloud cover with satellite observations over the Western U.S. *Journal of Climate*, 8, 296-308.

References

- Bardwell, I. V., Monroe, M. C., & Tudor, M. T. (1994). *Environmental problem solving, theory, practice and possibilities in environmental education*. North American Association for Environmental Education.
- Hungerford, H., & Volk, T. (1990). Changing learner behavior through environmental education. *Journal of Environmental Education*, 21(03), 08-21.
- Hungerford, H. (2000, October). Instructional impacts of environmental education on citizenship behavior and academic achievement: Research on investigating and evaluating environmental issues and actions, 1979-2000. Paper presented at the 29th Annual Conference of the North American Association for Environmental Education, South Padre Island, TX, October 17-21.
- Marcinkowski, T. J. (1998). Predictors of responsible environmental behavior. In H. Hungerford, T. Bluhm, T. Volk & J. Ramsey (Eds.), *Essential Readings in Environmental Education* (pp. 227-256). Champaign, IL: Stipes Publishing.
- Sobel, D. (1994). *Beyond ecophobia reclaiming the heart in nature education*. (1 ed.). Barrington, MA: Orion Society.
- UNESCO. (1978). The Tbilisi declaration. *Connect*, UNESCO-UNEP Environmental Education Newsletter, 3 (1):1-8.
- Wilke, I. J. (1993). *Environmental education teacher resource handbook, a practical guide for k-12 environmental education*. Corwin Press.

**KEY CONTACTS FORM**

Authorized Representative: *Original awards and amendments will be sent to this individual for review and acceptance, unless otherwise indicated.*

Name: Paul Burkhardt
Title: Executive Vice President for Academic Affairs, Provost
Complete Address: 220 Grove Avenue
Prescott, Arizona 86301
Phone Number: 928-350-3210

Payee: *Individual authorized to accept payments.*

Name: Marjory Sente
Title: Vice President for Institutional Advancement
Mail Address: 220 Grove Avenue
Prescott, Arizona 86301
Phone Number: 928-350-4509

Administrative Contact: *Individual from Sponsored Program Office to contact concerning administrative matters (i.e., indirect cost rate computation, rebudgeting requests etc.)*

Name: Lucy Kemper
Title: Office of Financial Affairs
Mailing Address: 220 Grove Avenue
Prescott, Arizona 86301
Phone Number: 928-350-4007
FAX Number: 928-776-5175
E-Mail Address: lkemper@prescott.edu

Principal Investigator: *Individual responsible for the technical completion of the proposed work.*

Name: Melanie Wetzel
Title: Project Director
Mailing Address: 220 Grove Avenue
Prescott, Arizona 86301
Phone Number: 928-350-4513 (Director, Grants)
FAX Number: 928-776-5228 (Advancement Office)
E-Mail Address: mwetzel@prescott.edu
Web URL: http://prescott.edu



EPA Project Control Number

CERTIFICATION REGARDING LOBBYING

CERTIFICATION FOR CONTRACTS, GRANTS, LOANS AND COOPERATIVE AGREEMENTS

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-contracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31 U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Paul Burkhardt, Executive VP of Academic Affairs, Provost

Typed Name & Title of Authorized Representative

A handwritten signature in dark ink, appearing to read "P. Burkhardt", written over a horizontal line.

Signature and Date of Authorized Representative

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

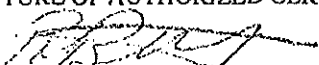
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

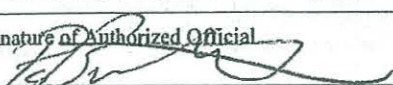
NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application. 2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives. 3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain. 4. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain. 5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F). 6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the | <ol style="list-style-type: none"> basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application. 7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases. 8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds. |
|--|---|

<p>9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally-assisted construction subagreement.</p> <p>10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.</p> <p>11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in flood plains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).</p>	<p>12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) Related to protecting components or potential components of the national wild and scenic rivers system.</p> <p>13. Will assist the awarding agency in assuring compliance will Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).</p> <p>14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.</p> <p>15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) Pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.</p> <p>16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) Which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.</p> <p>17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."</p> <p>18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.</p>
---	--

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> 	<p>TITLE</p> <p>EV PAA / Provost</p>
<p>APPLICANT ORGANIZATION</p> <p>PRESCOTT COLLEGE</p>	<p>DATE SUBMITTED</p> <p>5/25/2012</p>

<p align="center">Preaward Compliance Review Report for All Applicants and Recipients Requesting EPA Financial Assistance <i>Note: Read instructions on other side before completing form.</i></p>		
I.	Applicant/Recipient (Name, Address, State, Zip Code).	DUNS No.
	Prescott College, 220 Grove Avenue, Prescott, Arizona 86303	083716639
II.	Is the applicant currently receiving EPA assistance?	
	No	
III.	List all civil rights lawsuits and administrative complaints pending against the applicant/recipient that allege discrimination based on race, color, national origin, sex, age, or disability. (Do not include employment complaints not covered by 40 C.F.R. Parts 5 and 7. See instructions on reverse side.)	
	None	
IV.	List all civil rights lawsuits and administrative complaints decided against the applicant/recipient within the last year that allege discrimination based on race, color, national origin, sex, age, or disability and enclose a copy of all decisions. Please describe all corrective action taken. (Do not include employment complaints not covered by 40 C.F.R. Parts 5 and 7. See instructions on reverse side.)	
	None	
V.	List all civil rights compliance reviews of the applicant/recipient conducted by any agency within the last two years and enclose a copy of the review and any decisions, orders, or agreements based on the review. Please describe any corrective action taken. (40 C.F.R. § 7.80(c)(3))	
	None	
VI.	Is the applicant requesting EPA assistance for new construction? If no, proceed to VII; if yes, answer (a) and/or (b) below.	
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
a.	If the grant is for new construction, will all new facilities or alterations to existing facilities be designed and constructed to be readily accessible to and usable by persons with disabilities? If yes, proceed to VII; if no, proceed to VI(b).	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
b.	If the grant is for new construction and the new facilities or alterations to existing facilities will not be readily accessible to and usable by persons with disabilities, explain how a regulatory exception (40 C.F.R. § 7.70) applies.	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	
VII.*	Does the applicant/recipient provide initial and continuing notice that it does not discriminate on the basis of race, color, national origin, sex, age, or disability in its programs or activities? (40 C.F.R. § 5.140 and § 7.95)	
	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
a.	Do the methods of notice accommodate those with impaired vision or hearing?	
	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
b.	Is the notice posted in a prominent place in the applicant's offices or facilities or, for education programs and activities, in appropriate periodicals and other written communications?	
	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
c.	Does the notice identify a designated civil rights coordinator?	
	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
VIII.*	Does the applicant/recipient maintain demographic data on the race, color, national origin, sex, age, or handicap of the population it serves? (40 C.F.R. § 7.85(a))	
	Yes <input checked="" type="checkbox"/>	
IX.*	Does the applicant/recipient have a policy/procedure for providing access to services for persons with limited English proficiency? (40 C.F.R. Part 7, E.O. 13166)	
	Yes <input checked="" type="checkbox"/>	
X.*	If the applicant/recipient is an education program or activity, or has 15 or more employees, has it designated an employee to coordinate its compliance with 40 C.F.R. Parts 5 and 7? Provide the name, title, position, mailing address, e-mail address, fax number, and telephone number of the designated coordinator.	
	Paul Burkhardt	
XI.*	If the applicant/recipient is an education program or activity, or has 15 or more employees, has it adopted grievance procedures that assure the prompt and fair resolution of complaints that allege a violation of 40 C.F.R. Parts 5 and 7? Provide a legal citation or Internet address for, or a copy of, the procedures.	
	http://www.prescott.edu/Intranet/policies/index.html	
<p align="center">For the Applicant/Recipient</p> <p>I certify that the statements I have made on this form and all attachments thereto are true, accurate and complete. I acknowledge that any knowingly false or misleading statement may be punishable by fine or imprisonment or both under applicable law. I assure that I will fully comply with all applicable civil rights statutes and EPA regulations.</p>		
A.	Signature of Authorized Official	B. Title of Authorized Official
		Executive VP of Academic Affairs
		C. Date
		May 24, 2012
<p align="center">For the U.S. Environmental Protection Agency</p> <p>I have reviewed the information provided by the applicant/recipient and hereby certify that the applicant/recipient has submitted all preaward compliance information required by 40 C.F.R. Parts 5 and 7; that based on the information submitted, this application satisfies the preaward provisions of 40 C.F.R. Parts 5 and 7; and that the applicant has given assurance that it will fully comply with all applicable civil rights statutes and EPA regulations.</p>		
A.	Signature of Authorized EPA Official	B. Title of Authorized EPA Official
		C. Date

See ** note on reverse side

EPA Form 4700-4 (Rev. 04/2009). Previous editions are obsolete.

NE-00T87401-0

to OCR 6/6/12

Instructions for EPA FORM 4700-4 (Rev. 04/2009)

General

Recipients of Federal financial assistance from the U.S. Environmental Protection Agency must comply with the following statutes and regulations.

Title VI of the Civil Rights Acts of 1964 provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Act goes on to explain that the statute shall not be construed to authorize action with respect to any employment practice of any employer, employment agency, or labor organization (except where the primary objective of the Federal financial assistance is to provide employment).

Section 13 of the 1972 Amendments to the Federal Water Pollution Control Act provides that no person in the United States shall on the ground of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under the Federal Water Pollution Control Act, as amended. Employment discrimination on the basis of sex is prohibited in all such programs or activities.

Section 504 of the Rehabilitation Act of 1973 provides that no otherwise qualified individual with a disability in the United States shall solely by reason of disability be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. Employment discrimination on the basis of disability is prohibited in all such programs or activities.

The Age Discrimination Act of 1975 provides that no person on the basis of age shall be excluded from participation under any program or activity receiving Federal financial assistance. Employment discrimination is not covered. Age discrimination in employment is prohibited by the Age Discrimination in Employment Act administered by the Equal Employment Opportunity Commission.

Title IX of the Education Amendments of 1972 provides that no person in the United States on the basis of sex shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Employment discrimination on the basis of sex is prohibited in all such education programs or activities. Note: an education program or activity is not limited to only those conducted by a formal institution.

40 C.F.R. Part 5 implements Title IX of the Education Amendments of 1972.

40 C.F.R. Part 7 implements Title VI of the Civil Rights Act of 1964, Section 13 of the 1972 Amendments to the Federal Water Pollution Control Act, and Section 504 of The Rehabilitation Act of 1973.

The Executive Order 13166 (E.O. 13166) entitled; "Improving Access to Services for Persons with Limited English Proficiency" requires Federal agencies work to ensure that recipients of Federal financial assistance provide meaningful access to their LEP applicants and beneficiaries.

Items

"Applicant" means any entity that files an application or unsolicited proposal or otherwise requests EPA assistance. 40 C.F.R. §§ 5.105, 7.25.

"Recipient" means any entity, other than applicant, which will actually receive EPA assistance. 40 C.F.R. §§ 5.105, 7.25.

"Civil rights lawsuits and administrative complaints" means any lawsuit or administrative complaint alleging discrimination on the basis of race, color, national origin, sex, age, or disability pending or decided against the applicant and/or entity which actually benefits from the grant, but excluding employment complaints not covered by 40 C.F.R. Parts 5 and 7. For example, if a city is the named applicant but the grant will actually benefit the Department of Sewage, civil rights lawsuits involving both the city and the Department of Sewage should be listed.

"Civil rights compliance review" means any review assessing the applicant's and/or recipient's compliance with laws prohibiting discrimination on the basis of race, color, national origin, sex, age, or disability.

Submit this form with the original and required copies of applications, requests for extensions, requests for increase of funds, etc. Updates of information are all that are required after the initial application submission.

If any item is not relevant to the project for which assistance is requested, write "NA" for "Not Applicable."

In the event applicant is uncertain about how to answer any questions, EPA program officials should be contacted for clarification.

* Questions VII – XI are for informational use only and will not affect an applicant's grant status. However, applicants should answer all questions on this form. (40 C.F.R. Parts 5 and 7).

** Note: Signature appears in the Approval Section of the EPA Comprehensive Administrative Review For Grants/Cooperative Agreements & Continuation/Supplemental Awards form.

Approval indicates, in the reviewer's opinion, questions I – VI of Form 4700-4 comply with the preaward administrative requirements for EPA assistance.

"Burden Disclosure Statement"

EPA estimates public reporting burden for the preparation of this form to average 30 minutes per response. This estimate includes the time for reviewing instructions, gathering and maintaining the data needed and completing and reviewing the form. Send comments regarding the burden estimate, including suggestions for reducing this burden, to U.S. EPA, Attn: Collection Strategies Division (MC 2822T), Office of Information Collection, 1200 Pennsylvania Ave., NW, Washington, D.C. 20460; and to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, D.C. 20503.

The information on this form is required to enable the U.S. Environmental Protection Agency to determine whether applicants and prospective recipients are developing projects, programs and activities on a nondiscriminatory basis as required by the above statutes and regulations.



Environmental Protection

Agency

Grant Management Training for Non-Profit

Applicants and Recipients

August 30, 2012

I affirm I have completed the above training.

Lucy Kemper

Name

Assistant to the VP of Financial Affairs

Title

To be returned with your award document.





Certificate Of Completion
Presented to:
Claire Oberst
For:
Understanding EPA's
Nondiscrimination Statutes and
Regulations

Karen D. Higginbotham

The Office of Civil Rights
Environmental Protection

Agency

Date: June 07, 2012

Certificate ID Number: FA296E62456D49F685257A1700001B25

[return to main menu](#)



Certificate Of Completion

Presented to:

Melanie A. Wetzel

For:

Understanding EPA's
Nondiscrimination Statutes and
Regulations

Karen D. Higginbotham

The Office of Civil Rights

Environmental Protection Agency

Date: May 12, 2012

Certificate ID Number: 9A77A44D8C915E92852579FC006D5F4C

[return to main menu](#)



Certificate Of Completion Presented to:

Melanie A. Wetzel

For:

Understanding EPA's
Nondiscrimination Statutes and
Regulations

Karen D. Higginbotham

The Office of Civil Rights

Environmental Protection Agency

Date: May 12, 2012

Certificate ID Number: 9A77A44D8C915E92852579FC006D5F4C

[return to main menu](#)



Certificate Of Completion
Presented to:
Claire Oberst
For:
Understanding EPA's
Nondiscrimination Statutes and
Regulations

Karen D. Higginbotham

The Office of Civil Rights
Environmental Protection

Agency

Date: June 07, 2012

Certificate ID Number: FA296E62456D49F685257A1700001B25

[return to main menu](#)

Certificate Of Completion
Presented to:

Melanie A. Wetzel

For:

Understanding EPA's Nondiscrimination Statutes and Regulations

Karen D. Higginbotham

Date: May 12, 2012

The Office of Civil Rights

Environmental Protection Agency

Certificate ID Number: 68EF70F87B298151852579FC006D6EA7

[return to main menu](#)

Recipient Training Information

PCI AZ - Prescott College Inc -> 

Editor: Veronica Parker

Recipient Point of Contact

Project Manager: Lucy Kemper

Title: Assistant to the VP of Financial
Affairs

E-Mail: lkeper@prescott.edu

Phone: 928 350-4007

Address: 220 Grove Ave

City: Prescott

State: AZ

Zip: 86301

Other Recipient
Info/Comments:

Training Type: Grants Administration Division Course

Training Media: Online

Training Date: 08/27/2012

Recipient Certified Grants Managers:

Last Training Date:

Comments:

- 11. How well structured and organized was the course?:Effective
- 12. How would you rate the content of the materials?:Good
- 13. What is your overall rating of this course?:Good
- 14. How well did the on-line training class relate to your organizations grants training needs?:Relevant

Created By: Veronica Parker/DC/USEPA/US

Created On: 08/29/2012

